

6th Language and Literature Subject Group Overview

New Georgia ELA K-12 Language and Texts Big Ideas

Context: Students recognize influences on texts and analyze how they shape meaning.

Structures & Style: Students analyze and use organizational structures and style to shape ideas and information.

Techniques: Students analyze and apply various techniques to comprehend and shape meaning.

Periods & Movement: Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.

Research & Analysis: Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

Grammar Conventions: Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

Vocabulary: Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases.

Practices: Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Unit Information	Unit 1: Reading Like a Writer; Writing Like a Reader <i>(an Introduction to Texts Techniques)</i>	Unit 2: Text Analysis through Ancient Myths and their Modern Adaptations	Unit 3: Deepening Text Understanding Through Literary and Non-Literary Context, Structure, and Style	Unit 4: Crafting Compelling Arguments to Enhance Writing and Engage Audiences	Unit 5: An Exploration of the Ways in Which Texts are Interrelated
Time Frame	4 weeks	8 weeks	6 weeks	9 weeks	9 weeks
<p>New K-12 ELA Georgia Standards</p> <p>Big Idea <u>Standard Topic</u> Grade Level Expectation Code for Interpreting + Constructing Texts</p> <hr/> <p>4 Key Literacy Practices ground, shape, and inform the Language and Texts Domain standards and grade level expectations:</p> <p>1. Engagement & Intention for Comprehension & Composition 2. Situating Texts 3. Author’s Craft 4. Collaboration & Presentation Specific decisions regarding Practice Usage will be identified in Unit Planners.</p>	<p>Techniques <u>Narrative Techniques</u> 6.T.T.1 (a,e) <u>Expository Techniques</u> 6.T.T.2 (a, c) <u>Argumentative Techniques</u> 6.T.T.3 (a, c) <u>Poetic Techniques</u> 6.T.T.4 (a, b)</p> <p>Grammar Conventions <u>Grammar, Usage, and Mechanics</u> 6.L.GC.1 (54) <u>Syntax:</u> 6. L.GC.2.b</p>	<p>Context <u>Purpose and Audience</u> 6.T.C.1 (a, b) <u>Authors & Speakers</u> 6.T.C.2 (a, c,) 6.T.C.2 (d)*</p> <p>Structures & Style <u>Organization</u> 6.T.SS.1 (a, b, c) <u>Craft</u> 6.T.SS.2 (a, b) 6.T.SS.2 (c) *</p> <p>Techniques <u>Narrative Techniques</u> 6.T.T.1 (a, b, c, e) <u>Expository Techniques</u> 6.T.T.2.(a, c) 6.T.T.2 (b)* <u>Poetic Techniques</u> 6 T.T.4 (a, b)</p> <p>Research & Analysis <u>Research & Inquiry</u> 6.T.RA.1 (a) 6.T.RA.1 (c)*</p>	<p>Context <u>Purpose and Audience</u> 6.T.C.1. (a, b, c) <u>Authors & Speakers</u> 6.T.C.2 (a, c) 6.T.C.2 (d)*</p> <p>Structures & Style <u>Organization</u> 6.T.SS.1 (a, b, c) <u>Craft</u> 6.T.SS.2 (a, b) 6.T.SS.2 (c) *</p> <p>Techniques <u>Narrative Techniques</u> 6.T.T.1.(b, c, d, e) <u>Expository Techniques</u> 6.T.T.2.(b, c) <u>Argumentative Techniques</u> 6.T.T.3.(a, c) <u>Poetic Techniques</u> 6.T.T.4. (a, b)</p> <p>Research & Analysis <u>Research & Inquiry</u> 6.T.RA.1.(a, b, c) Curating Sources & Evidence</p>	<p>Context <u>Purpose and Audience</u> 6.T.C.1 (a, b, c) <u>Authors & Speakers</u> 6. T.C.2 (a, b, c, d)</p> <p>Structures & Style <u>Organization</u> 6.T.SS.1 (a, d) <u>Craft</u> 6.T.SS.2 (a, b, c)</p> <p>Techniques <u>Narrative Techniques</u> 6.T.T.1.e <u>Expository Techniques</u> 6.T.T.2.d <u>Argumentative Techniques</u> 6.T.T.3.c <u>Poetic Techniques</u> 6.T.T.4.(a, b)</p> <p>Research & Analysis <u>Research & Inquiry</u> 6.T.RA.1.(a, b, c) Curating Sources & Evidence</p>	

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<p style="text-align: center;">MYP Criteria:</p> <p>A- Analyzing B- Organizing C- Producing Text D- Using Language</p>		<p><u>Curating Sources & Evidence</u> 6.T.RA.2 (a, b)</p> <p>Periods & Movements <u>Periods & Movement</u> 6.T.PM.1 (a, b)</p> <p>Grammar Conventions <u>Grammar, Usage, and Mechanics</u> 6.L.GC.1 <u>Syntax</u> 6.L.GC.2.(a-d)</p> <p>Vocabulary <u>General, Academic & Specialized Vocabulary</u> 6.L.V.1.a <u>Word Analysis</u> 6.L.V.2 (a, c) <u>Meaning & Purpose</u> 6.L.V.3 (b, c, d)</p>	<p>6.T.RA.2.c</p> <p>Periods & Movements <u>Periods & Movement</u> 6.T.PM.1 (a, b)</p> <p>Grammar Conventions <u>Grammar, Usage, and Mechanics</u> 6.L.GC.1 <u>Syntax</u> 6.L.GC.2.(a-d)</p> <p>Vocabulary <u>General, Academic & Specialized Vocabulary</u> 6.L.V.1.b <u>Word Analysis</u> 6.L.V.2 (b, d) <u>Meaning & Purpose</u> 6.L.V.3.e</p>	<p><u>Curating Sources & Evidence</u> 6.T.RA.2 (a, b)</p> <p>Periods & Movements <u>Periods & Movements</u> 6.T.PM.1 (a, b)</p> <p>Grammar Conventions <u>Grammar, Usage, and Mechanics</u> 6.L.GC.1 <u>Syntax</u> 6.L.GC.2 (b, c, d)</p> <p>Vocabulary <u>General, Academic & Specialized Vocabulary</u> 6.L.V.1.a <u>Word Analysis</u> 6.L.V.2 (a, c) <u>Meaning & Purpose</u> 6.L.V.3 (b, c, d)</p>	<p>6.T.RA.2.c</p> <p>Periods & Movements <u>Periods & Movements</u> 6.T.PM.1 (a, b)</p> <p>Grammar Conventions <u>Grammar, Usage, and Mechanics</u> 6.L.GC.1 <u>Syntax</u> 6.L.GC.2.(a-d)</p> <p>Vocabulary <u>General, Academic & Specialized Vocabulary</u> 6.L.V.1.b <u>Word Analysis</u> 6.L.V.2 (b, d) <u>Meaning & Purpose</u> 6.L.V.3.e</p>
<p style="text-align: center;">Approaches To Learning (ATL Skills)</p>	<p>List Category: Self-Management Cluster: Reflection Skills Skill Indicator: - Develop new skills, techniques and strategies for effective learning</p> <p>List Category: Communication Cluster: Communication Skills Skill Indicator: Read critically and for comprehension. Write for different purposes.</p>	<p>List Category: Communication Cluster: Communication Skills: Skill Indicator: - Read Critically and for comprehension - Paraphrase accurately and concisely - Construct text for different purposes</p> <p>List Category: Social Cluster: Collaboration Skills Skill Indicator: - Give and receive meaningful feedback - Work collaboratively in teams</p>	<p>List Category: Communication Cluster: Communication Skills: Skill Indicator: - Read Critically and for comprehension - Paraphrase accurately and concisely - Construct text for different purposes - Share ideas with multiple audiences using a variety of digital environments and media</p> <p>List Category: Social Cluster: Collaboration Skills Skill Indicator: - Give and receive meaningful feedback</p>	<p>List Category: Thinking Cluster: Critical Thinking Skills Skill Indicator: - Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) - Consider ideas from multiple perspectives - Develop contrary or opposing arguments</p> <p>List Category: Thinking Cluster: Critical Thinking Skills Skill Indicator:</p>	<p>List Category: Thinking Cluster: Transfer Skills Skill Indicator: Combine knowledge, understanding and skills to create products or solutions</p> <p>List Category: Self-management Cluster: Reflection Skills Skill Indicator: Consider ATL skills development throughout the year.</p>

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			- Work collaboratively in teams	Consider ideas from multiple perspectives	
Statement of Inquiry	Readers and writers both look for and/or use techniques to craft text that expresses ideas, reflect on and extend creativity, and invite critical analysis as well as appreciation of the aesthetic.	Creativity in ancient myths and their modern reinterpretations reflect cultural identities and relationships, shaping storytelling, character arcs, and the portrayal of the human experience.	Authors shape and express identity through the theme, structure, and context of various texts across time and space, revealing how different cultures and historical periods influence the portrayal of identity.	Concepts of fairness and development are conveyed through point of view, purpose, and style in various texts, shaping the reader's interpretation.	Personal experiences and cultural contexts influence the ways people express themselves, while recognizing the interconnectedness of ideas across time and cultures represented through texts in different genres and modes.
Global Context	Personal and Cultural Expression	Identities and Relationships	Orientation in Time and Space	Fairness and Development	Personal and Cultural Expression
Key Concept	Communication	Creativity	Identity	Development	Perspective
Related Concepts	Style Audience Imperatives	Character Setting Genres	Theme Structure Context	Point of View Purpose Style	Intertextuality Self Expression
Design Cycle Transdisciplinary	<u>Design Cycle:</u> Developing Ideas Creating <u>Transdisciplinary</u> Written communication Reading Comprehension	<u>Design Cycle:</u> Inquiring and Analyzing Developing Ideas Creating Evaluating <u>Transdisciplinary</u> Research skills Social skills Critical and Creative Thinking Reflection Oral and Written communication Reading Comprehension Collaboration	<u>Design Cycle:</u> Inquiring and Analyzing Developing Ideas Creating Evaluating <u>Transdisciplinary</u> Research skills Social skills Critical and Creative Thinking Reflection Oral and Written communication Reading Comprehension Collaboration	<u>Design Cycle:</u> Inquiring and Analyzing Developing Ideas Creating Evaluating <u>Transdisciplinary</u> Research skills Social skills Critical and Creative Thinking Reflection Oral and Written communication Reading Comprehension Collaboration	<u>Design Cycle:</u> Inquiring and Analyzing Developing Ideas Creating Evaluating <u>Transdisciplinary</u> Research skills Social skills Critical and Creative Thinking Reflection Oral and Written communication Reading Comprehension Collaboration
Unit Common Assessment Types for Interpreting and Constructing Texts Expectations	<p>Each unit includes the following assessment types. Students will interpret unit texts of various modes and genres through reading, viewing, and listening. Students will construct texts through writing, speaking, or creating. Text Techniques (narrative, expository, argument, and poetic) will be applied to the various texts students will write, speak, or create. Students will also construct multimodal texts.</p> <ul style="list-style-type: none"> • 3- 6 constructed texts (at least 1 of which is an extended constructed text) • 2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze) • 2 selected response and new read assessments for skills application to new text (s) • 1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and presenting/speaking component assessing the 4 MYP Criteria) . <p>*See Unit Planners for specific Assessment Details for each unit.</p>				

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Differentiation For Tiered Learners	<p>Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners. Differentiation Supports include but are not limited to:</p> <ul style="list-style-type: none">● Building background knowledge to enhance comprehension● Providing a Reader's Dictionary and writing support for vocabulary development.● Collaborating with ELL and Special Education teachers for targeted support.● Offering audio or text-to-speech based on accommodations.● Using sentence starters, graphic organizers, and guided writing.● Incorporating visual aids, scaffolding, and small-group instruction.
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** Additional standards and expectations in this unit of study for Honors/advanced courses.*